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# GENDER ASSOCIATION WITH VOCATIONAL INTERESTS OF SENIOR SECONDARY SCHOOL STUDENTS

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*Abstract :* Vocational interest is characterized by an individual's preference for certain career choices, activities, or behaviors. By the time children reach secondary school, they tend to prefer certain professions or work, which guides their choice of subjects and careers. Intelligence was considered a comprehensive ability to think logically and act according to the demands of the situation in order to adapt effectively. Boys and girls do not grow at the same rate and therefore are likely to identify differences between male and female psychology. The purpose of this study was to investigate gender differences in professional interest and association between male and female secondary school students interms of vocational interests . To achieve this goal, a total of 100 secondary school students (50 male ,50 female ) were selected and divided into two groups according to gender. The research results showed that the professional interest of boys and girls at the secondary school level differ in some dimensions. Compared to their counterparts, male students were more interested in outdoor activities like driving ,Newspaper correspondents, while female students were more interested in professional jobs like Dentist. It is concluded that male and female high school students associated in their vocational interests with chi square value as 22.09($p<0.05$). Recognizing individual differences, especially gender differences, can help teachers guide students according to their interests .

*IndexTerms* - Vocational Interest, Secondary school students

## INTRODUCTION

Interest is a greatest word in education , early teacher , parents and counselor should recognize the value of interest as far as success in vocational field are concerned because vocational interest is not a single choice but the sum total of many interest that bear in any way upon an occupational careers . Now –a-day , student are more conscious about their future and aware of different type of professions mostly they prefer their career according to their interest capability , aptitude and family status . If the person choose against his interest work its very crucial for him for example : film three idiots direct by raj kumar hirani farhan qureshi has interest in wild life animal Photographer he cannot excel in engineering. a student with a passion for photography but takes engineering to appease his father . This leads to the widespread frustration among the learners thus the student face huge problem in the course .They do not develop their career though they will be provided good educational institute and environment.If there is without interest professional entry of person there may be chance of collapse of person excel .For these reasons interest pattern begins to crystallize by early adolescence year then they can elaborate and can take shape in time .

Vocational interests reflect the extent to which individuals prefer certain career choices, activities, or behaviors that may be common across occupations. Vocational interest can therefore be understood as the typical likes or dislikes that a person has for different occupations or types of work, usually considered as a small set of core dimensions, such as Holland's six fold taxonomy: realistic, investigative, artistic, social, entrepreneurial. and traditional professional interests. By the time children reach high school, children tend to prefer a specific career or job, which guides their choice of subject and career. It is important that children choose the right profession according to their interests and potential. This will likely lead to greater career success.Therefore, it is important that teachers and counselors assess children's professional interest and guide them in the right direction.

There are various methods to measure interest, such as interviews, checklists, direct observations, surveys and inventories. Questionnaires and inventories continue to be popular methods of measuring interests. The most commonly used interest inventories are - The Strong Vocational Interest Blank, The Kuder Preference Record, P.S.M. Inventory, Non-Language Arrangements Record Form by Chatterjee, Interest Chart by R.R Singh and Interest Schedule by Thurstone. This perspective limits intelligence to a person's cognitive and mental abilities. The first comprehensive definition of intelligence was given by Wechsler, who is also a pioneer in the development of intelligence tests. Wechsler defined intelligence as "the general or global ability of an individual to act purposefully, think rationally, and deal effectively with his environment" (Wechsler, 1944).Intelligence was originally thought to have two factors - g (general mental ability) and s (specific ability) or two types - fluid and crystallized intelligence. Later theorists such as Thurstone, Guilford, and Gardener emphasized the existence of multiple factors of intelligence.

Vocational Interest of Secondary School Students with Reference to their Gender by Shraddha U(2017)The purpose of this research is to understand the vocational preferences of secondary school students. The study involved 120 9th-grade students, comprising of an equal number of male and female students. Vocational interests were assessed using the "Vocational Interest Inventory" developed by Jansari, and the data was examined using a 't' test. The findings indicate that male students show a greater interest in enterprising career paths compared to female students.

Apart from these, there are many IQ tests that deal only with certain aspects of intelligence (verbal or performance), for example - Raven's Progressive Matrices (non-verbal), Bhatia'sPerformance Intelligence Battery etc. IQ tests can be classified. into three parts. classes - verbal, non-verbal and performance tests. Verbal tests use language. It is necessary that the participant in the exam knows the language of the exam. Therefore, speaking tests cannot be given to people who speak a different language or are from a different culture. Most intelligence tests contain verbal subtests. Non-verbal tests, as the name suggests, do not use language. Therefore, even if a person does not know the language or has a speech difficulty, he can do non-verbal tests. Because no language is used, such tests are suitable for use with populations of different cultures and are called culturally fair tests. An example of a non-verbal test: Raven's Progressive Matrices..Achievement tests, on the other hand, require a person to perform certain tasks designed to measure intelligence. Although the tasks are not verbal in nature, the instructions require the use of language. Therefore, performance tests can be given to people who know the language of the test.

In this globalized world, there are many ways to step into our step, which is the best and where we are the best depends on our interest and ability.Students really need what they know and seek help from professionals to choose the right career that interests them. This is purely a matter of public interest and the role of the applied psychologist must play an important role in this. Vocational interests have been defined by many researchers (Dawis, 1991; Savickas, 1999). Interests as activities that are collections of likes and dislikes (Cole and Hanson, 1978; Strong, 1960; Kuder, 1977).Bingham (1937) considered interests a dispositional orientation, and Carter (1944) described interests as attitudes that reflect stable personality traits. Holland (1973) argued that"vocational interests are simply another aspect of personality.Specifically, vocational psychology is concerned with an individual's choice of a particular occupation and is related to satisfaction and productivity.

Strong (1927) published on Strong Vocational Interest Blank (SVIB) for men to assess vocational interestsKuder (1934) introduced the Kuder Preference Record (Walsh and Osipow, 1986). Holland(1957) published his productive career choice theory and developed the Vocational Preference Inventory (VPI) and Self-Directed Search to measure interest and personality types.

Vocational Interest of High School Students in Relation to Their Gender Differences Holland, Fritzsche, and Powell (1997) found that realistic and social types were related to gender in high school students. There were significant gender differences in a sample of African American college students (Swanson, 1992); Male students scored significantly higher than females for the realistic, exploratory, entrepreneurial and conventional Dutch codes. Similar findings were reported by Hines (1983) for a sample of black college students. Leong, Austin, Sekaran, and Komarraju (1998) found that female workers in India scored higher than male workers in realistic, research, artistic, social, and entrepreneurial.

**NEED OF THE STUDY**

Boys have stronger realistic and research interests but girls tends have stronger artistic, social and traditional interests. Gender differences favoring boys were also observed for more specific measures of interest in engineering, technical work, and mathematics. Many studies showed that boys prefer to work with things and girls with people. It has seen grown up boys have been particularly placed to perform better in spatial visualization, spatial perception, and highbrow rotation. So our study showing association of vocational interests with gender of secondary school students.

**RESEARCH METHODOLOGY**

The methodology section outline the plan and method that how the study is conducted. This includes Universe of the study, sample of the study, Data and Sources of Data, study's variables and analytical framework. The details are as follows;

**Aim**

• To study gender association with Vocational Interest of secondary school students.

**Objectives**

The main objective of this study is

• To study association of Vocational Interest interms boys and girls of Secondary School Students.

**Hypothesis**

• Boys and girls (i.e gender) of secondary school students has association with their Vocational interests.

**Population and Sample**

The sample consisted of a total 100 participants who were studying in secondary school district Mandi Himachal Pradesh. The sample was divided into two groups based on their gender. The group comprised of 50 male and 50 female school students .

**Data and Sources of Data**

The study was conducted on Government secondary school students .A sample of 100 students were randomly taken by simple random sampling techniques .

**Review Literature**

Research on vocational interest has found that vocational interest is an important predictor of success and job performance. For example, Van Iddekinge et al. (2011) conducted an updated meta-analysis of 74 studies and found mean validity values of 0.14 for job performance, 0.26 for educational performance, −0.19 for turnover intentions, and −0.15 for actual turnover. In addition, van Iddekinge et al. (2011b) found that vocational interests show incremental validity between cognitive ability and personality in predicting job performance factors.Hoff and colleagues (2018) conducted a meta-analysis of 49 longitudinal studies of vocational interests to determine when gender differences emerge and how they change across developmental periods from early adolescence to midlife. The research used the typology developed by psychologist John Holland, which classifies working life into six professional interest categories. Examining patterns of vocational interests, they found significant gender differences when youth were in high school; however, male and female interest in stereotypically gendered occupations began to increase in late adolescence and continued into the participants' early 40s. They concluded that while male and female occupational interests diverge sharply in early adolescence, they converge as people age.

Andrei, Christopher and Iliescu (2017) investigated age and gender differences in variation in six occupational dimensions in the Netherlands with a sample of 1,519 participants divided into four age groups: early adolescence (12-15 years), adolescence (16-16 years) , young adults (21-30 years) and adults (31-59 years). The results showed non-trivial differences in the variety of professional interests between gender and age groups. Although significant differences in variance were found for all dimensions of vocational interest except exploratory, the largest differences between age and gender were found for the realistic and conventional dimensions.Su, Rounds and Armstrong (2009) examined sex size and variation. A meta-analysis of the categories of Holland (1959, 1997) (realistic, research, artistic, social, entrepreneurial and traditional), Prediger (1982) Things-People and Data-Ideas, and STEM (science) categories differences in professional interests. , technology, engineering and mathematics) interests.

The results showed that men prefer to work with things and women with people. Men had stronger realistic and research interests and women had stronger artistic, social and traditional interests. Gender differences favoring men were also observed for more specific measures of interest in engineering, science, and mathematics. For example - Mustata Andreea- Elena (2014) studied the position of gender with inside the formation of vocational pursuits and profession orientation throughout adolescence. The look at became primarily based totally on Holland`s idea of vocational pursuits and Schein`s idea of profession anchors. The pattern created from eighty-4 students with inside the twelfth grade, 40 boys and 40-4 women. The effects indicated that there have been no gender variations concerning vocational pursuits or profession orientation, neither at international stage nor on both of the scale defined with the aid of using the authors of the theories which shape the bottom.

Sex variations in human intelligence had been a subject of lengthy debate amongst researchers and professionals. Most psychologists now agree with that there aren't anyt any tremendous intercourse variations in preferred intelligence (Hunt & Earl 2010; Halpern & Diane, 2001) despite the fact that capacity mainly forms of intelligence does seem to differ barely on average (Mackintosh, 2011) The consensus view is that there's no intercourse distinction in preferred intelligence. To check this view Richard Lynn (1994) tested the literature and located the consensus view to be wrong. The writer suggested that- amongst adults, adult males have barely better verbal and reasoning competencies than girls and a greater mentioned superiority on spatial competencies. If the 3 competencies are blended to shape preferred intelligence, the imply for adult males is four IQ factors better than the imply for girls. Among kids as much as the age of round 14 12 months the intercourse variations are smaller due to the fact women mature in advance than boys. The writer concluded that evolutionary choice pressures are answerable for extra intelligence in adult males.

Hyde & Shibley (2006) located that women had been appearing barely higher in verbal fluency, especially in vocabulary and analyzing comprehension and drastically better in speech manufacturing and essay writing. On the alternative hand, adult males had been especially located to carry out higher in spatial visualization, spatial perception, and intellectual rotation. However, none of those findings advise a bonus for both intercourse in preferred intelligence.While evaluating self-anticipated intelligence (SEI) among ladies and men it has additionally been mentioned through a few researchers that adult males generally tend to offer systematically better estimates in their intelligence than women (Reilly, Neumann & Andrews, 2022).

Evaluating the verbal and nonverbal abilties of youngsters Toivainen et al., (2017) located Small intercourse variations in non-verbal and verbal abilties throughout development. - lady gain in each non-verbal and verbal abilties at a while 2, three and four whilst male gain in verbal abilties at a while 10 and 12.Another have a look at performed through Barel & Tzischinsky (2018) on 3 hundred and twenty six youngsters and adults exploring the developmental styles of intercourse variations in verbal and visuospatial abilties located intercourse variations in verbal fluency, with women and ladies outperforming boys and guys on this task.

**Descriptive Statistics**

Data has been collected and analysed by SPSS 16. Qualitative data has been describe inform of frequency and percentages. Graphical presentation has also done on frequency tables .Chi square was used in order to study association of vocational interests with gender of secondary school students.

## RESULTS AND DISCUSSION

### Results of Descriptive Statistics

**Table 1**

| Vocational Interests | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Dentist | 9 | 9.0 | 9.0 | 9.0 |
| Physical Education Instructor | 15 | 15.0 | 15.0 | 24.0 |
| Scientist | 28 | 28.0 | 28.0 | 52.0 |
| Carpenter | 2 | 2.0 | 2.0 | 54.0 |
| Chairman of Large Municipality | 9 | 9.0 | 9.0 | 63.0 |
| News paper correspondent | 13 | 13.0 | 13.0 | 76.0 |
| Bus Driver | 15 | 15.0 | 15.0 | 91.0 |
| Steno typist in an office | 8 | 8.0 | 8.0 | 99.0 |
| Frame worker | 1 | 1.0 | 1.0 | 100.0 |
| Total | 100 | 100.0 | 100.0 | |

**Fig 1**

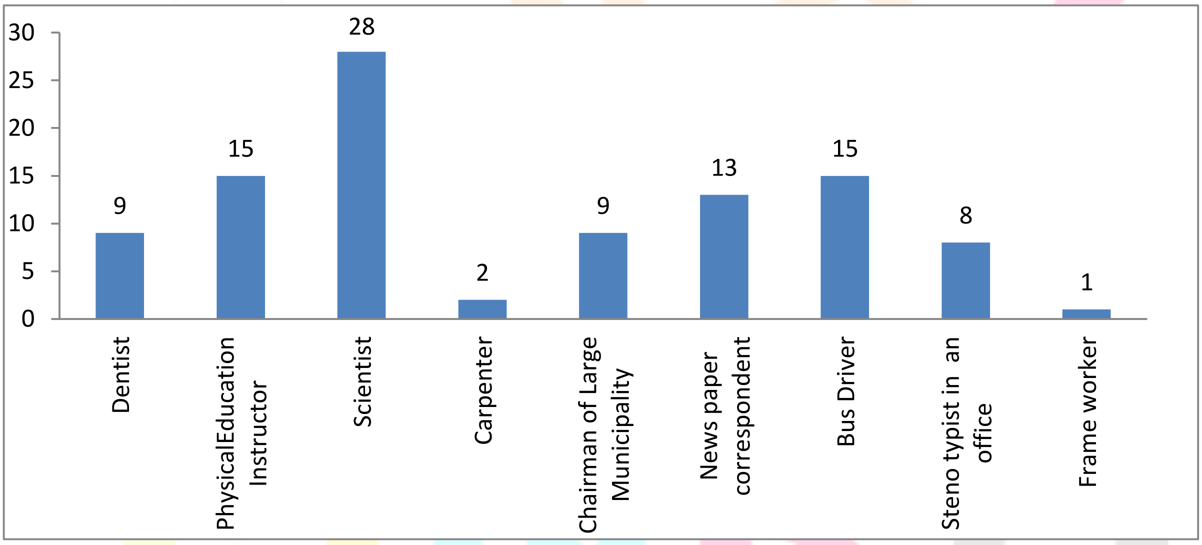


**Table 2(a)**

| Gender | Vocational interest | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Dentist | Physical Education Instructor | Scientist | Carpenter | Chairman of Large Municipality | Newspaper correspondent | Bus Driver | Steno typist in an office | Frame worker | Total |
| Female | 7 | 13 | 14 | 1 | 5 | 6 | 2 | 2 | 0 | 50 |
| Male | 2 | 2 | 14 | 1 | 4 | 7 | 13 | 6 | 1 | 50 |
| Total | 9 | 15 | 28 | 2 | 9 | 13 | 15 | 8 | 1 | 100 |

**Chi-Square Tests**

**Table 2(b)**

| | Value | Df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 22.099[a] | 8 | .005 |
| Likelihood Ratio | 24.638 | 8 | .002 |
| N of Valid Cases | 100 | | |

**Fig 2(a)**

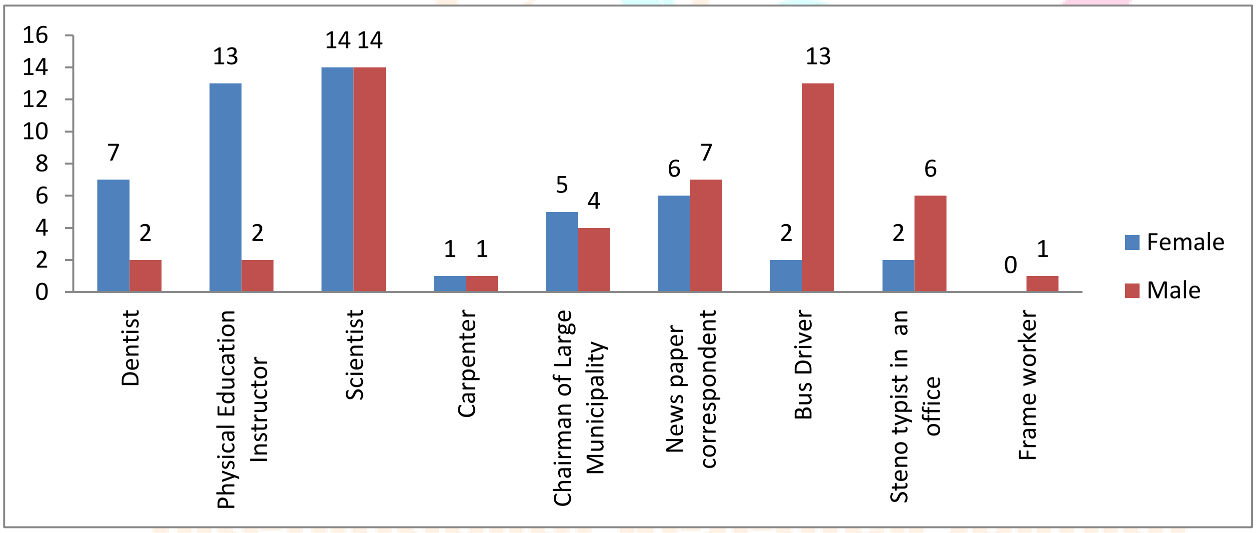


Table 1,2(a) shows Vocational interest of 100 students after over of their schooling .which represents Dentist profession is selected by (9 ,9%)out of them 7 are female students and 2 are males students who made this choice. Physical Education Instructor is preferred by (15 ,15%) out of them 13 are the female students and 2 are male students. Other profession like Scientist (28 ,28%) students out of them 14 are female students and 14 male students ,Carpenter (2, 2%) students out of them 1 is female and 1 is male students , Chairman of large Municipality(9,9%)students out of them 5 are female and 4 male, News Paper Correspondent (13,13%) students out of them 6 are female and 7 are male , Bus Driver (15,15%) students out of them 2 female and 13 of male students selected this profession after schooling . Steno Typist in an office( 8,8%) out of them 2 female and 6 male student selected it, Frame Worker 1(1%)none of the female student opted this choice but 1 male students adopted this as profession after over their schooling .Fig 1,2(a) shows graphical presentation of frequency distribution of vocational interests and Fig 2(a) showed presentation of interest interms of gender. Table 2(b) represent association between vocational interest with gender distribution gives the p value 0.005 at 5% level of significance i.e association is found to be statistically significant.

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